



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

2021-2023 Title III Application User Guide

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2021-2023 Title III Important Dates & Deadlines

ACTIVITY	DESCRIPTION	DATE
Application Due Date	Must be submitted via this Jotform	August 31, 2021
Grant Effective Date	Activities and purchases made can be reimbursed by the grant starting on this date.	Date Pre-Application was submitted to IDOE in substantially approvable form
Annual Performance Report Deadline	In this report, LEAs will share information regarding their EL programs, EL teachers, and Title III funded activities.	September 30, 2022
Amendment Deadline	Amendments may be completed within the Budget Table linked, and then submitted via this Jotform .	September 15, 2023
Encumbrance Deadline	Date in which all Title III funded activities have taken place and/or materials/equipment/technology have been ordered.	September 30, 2023
Reimbursement Request Deadline	All requests for reimbursement must be submitted via the form provided after approval.	December 15, 2023
Liquidation Deadline	Approved activities/purchases have been paid for and the school corporation has submitted all requests for reimbursement.	December 31, 2023
Financial End Report Deadline	In this report, LEAs will share details on the spending of funds in the various budget categories.	December 31, 2023

2021-2023 Title III Application Submission

PURPOSE OF TITLE III

Title III funds are **supplemental** and are used *above and beyond* an LEA's English language development services that are offered to English Learners, levels 1.0-4.9, in order to meet the federal requirements for serving English learners. The primary objective of Title III is to increase English language proficiency and academic achievement in the core academic subjects, to provide high-quality professional development to LEA staff, and to engage families of English learners in the school community and educational process.

APPLICATION FORMAT & SUBMISSION

The 2021-2023 Title III Application consists of a Jotform with narratives and places for LEAs to upload a Budget Table, detailing expenditures. The application can be found on the [IDOE English Learning webpage](#).

ELIGIBLE APPLICANTS

The 2021-2023 Title III application and funding is based on the number of EL students that an individual LEA reported to the DOE- Language Minority (DOE-LM) data collection for the 2020-2021 school year. Section 3114 (a) and (b) indicates that a "state educational agency shall not award a sub grant if the amount of the sub grant is less than \$10,000." To apply for an individual Title III grant application for the 2020-2021 school year, an LEA must have a minimum allocation of \$10,000 based on the number of students that were reported to the DOE-LM data collection in the 2020-2021 school year. LEAs that do not meet the \$10,000 threshold may apply for funds as a member of a consortium. If a consortium is formed, a fiscal agent must be designated.

TYPES OF APPLICANTS

There are three types of applicants for Title III funding:

- Individual LEA
- Consortium Lead (LEA or Educational Service Center)
- Consortium member LEAs

Refer to the *Special Instructions for Consortium Applicants* included in this User Guide for instructions specific to consortium applicants, both fiscal leads and members.

HOW CAN I ENSURE MY APPLICATION IS APPROVED IN A TIMELY MANNER?

IDOE reviews and approves applications in the order in which they are received. All applications will be reviewed within 30 business days from the date of receipt within our office. However, a few helpful tips to expedite the approval process are provided below:

- Submit application prior to the deadline: As soon as the LEA's Title III application is submitted, IDOE can work to begin reviewing and approving it.
- Provide clear and thorough detail: When completing the Title III application, it is critical that clear and thorough detail is provided for all narratives and within the budget table. Providing clear and thorough detail reduces the number of follow-up questions that IDOE has to ask.
- Ensure all sections are complete and accurate: It is important to double-check that all questions have been answered in a detailed manner. Additionally, it is also critical that the budget is accurate and that requested funds add up exactly to the LEA's total allocated amount.

DEADLINE

The due date for submission is **August 31, 2021**. All applications must be received no later than the deadline to be considered for review.

Title III Application: A Quick Overview

Title III funds must “supplement and not supplant” [3115(f) (2) (g)] Lau Requirements, i.e. required state- and locally-funded ELD (English language development) to be provided to each EL student in the corporation. To ensure LEAs are complying, the 2021-2022 Pre-Application requires applicants to demonstrate how they will meet Lau requirements via the English Learner Plan. Pre-Applications must be approved prior to review and approval of Title III applications. Title III applications may be submitted prior to Pre-App approval however.

The 2021-2022 Title III Application includes the following parts:

1. **Grantee Information & Application Type**
2. **Nonpublic School Participation** – Demonstrates fulfillment of the federal Title III requirement that equitable services be provided to students in nonpublic schools. Requires consultation with nonpublic school *prior* to submitting the application.
3. **Program Narratives** – Demonstrates fulfillment of various federal Title III requirements.
4. **Uploads** - Within the application, you will upload the following:
 - a. **Title III Budget Table** – Details all Title III expenditures
 - b. **Title III Personnel Job Descriptions** – Details activities for any Title III funded staff
 - c. **Consortium Participation Agreement Forms (only for consortium leads)**
5. **Sign-off** – Signature to verify the contents of your Title III Application and finalize submission

Title III Application: A Step-by-Step Guide

Part 1: Grantee Information & Application Type

The following information is needed for each applicant:

- School Corporation Name (or ESC name for those consortium leads)
- School Corporation Number (Consortium leads with an LEA # can enter “None”)
- Superintendent Name
- Superintendent Email
- Program Administrator Name
- Program Administrator Email
- Allocation Amount (For Consortium leads, this should be the sum of all you LEA allocations)
- What type of application are you submitting?
 - Individual LEA Application (must have an allocation of \$10,000 or above to apply individually)
 - Consortium Lead Application (Service Centers or LEAs)
 - Consortium Member Application (LEAs)

Consortium members will be asked to identify their Consortium leads. All others leave that space blank.

Notes on Application Type:

- An LEA may still choose to participate in a consortium despite meeting the \$10,000 threshold.
- If a group of LEAs are forming a consortium to collectively reach the \$10,000 threshold, the LEAs must determine a fiscal agent.
- LEAs that plan to participate in a consortium should see the *Special Instructions for Consortium Applicants* section of this User Guide.

Part 2: Nonpublic School Participation

NONPUBLIC SCHOOL CONSULTATION OVERVIEW

In accordance with Section 8501 (c) of Title IX, Part E, Subpart 1 ‘Uniform Provisions’ (Private Schools), a LEA/Consortium is required to provide timely and meaningful consultation each year to nonpublic schools. A sign-off acknowledging that timely and meaningful consultation has occurred is required to be retained each year by the LEA/Consortium. If a nonpublic school chooses not to participate in Title III activities, a sign-off acknowledging such is required to be retained by the LEA/Consortium. Timely and meaningful consultation is required to occur before the submission of the Title III grant application and should be on-going throughout the school year.

To ensure timely and meaningful consultation has occurred, a LEA shall consult with nonpublic schools during the design and development of the Title III Program on issues such as:

- (a) how the children’s needs will be identified;
- (b) what services will be offered;
- (c) how, where, and by whom the services will be provided;
- (d) how the services will be assessed and how the results of the assessment will be used to improve those services;
- (e) the size and scope of the equitable services to be provided to the eligible nonpublic school children, teachers, and other educational personnel and the amount of funds available for those services; and
- (f) how and when the LEA will make decisions about the delivery of services, including a thorough consideration of the views of the nonpublic school officials on the provision of contract services through potential third-party providers.

Please note:

- An LEA is **required** to provide timely and meaningful consultation to every nonpublic school within their geographic area, **prior** to the submission of the Title III application. This **includes** nonpublic schools that do not have EL enrollment reported on the DOE-LM for 2020-2021.
- Records of a nonpublic school’s desire to participate or not participate in the Title III program should be kept on file at the LEA for SEA monitoring purposes.
- It **is possible** for a nonpublic school that does not have EL enrollment reported on the DOE-LM for 2020-2021 (i.e. not generating Title III funding) to participate in Title III activities, as determined in “timely and meaningful” consultation, such as involvement in LEA-led EL professional development.
- The control of funds used to provide services and the title to materials and equipment purchased with those funds **must be retained by the LEA**.
- Services for nonpublic school children and educational personnel must be provided by **employees of the LEA or through a contract made by the LEA with a third party**. Additionally, the providers of the service(s) must be independent of the nonpublic school and any religious organization, and the provider’s employment or contract must be under the control and supervision of the LEA.

DIRECTIONS FOR COMPLETION

Complete the following sections:

- **Consultation Assurance:** Confirm that all non-public schools have been consulted with prior to submission of the application.
- **Participating Nonpublic Schools:** List the nonpublic schools within an LEA's geographic area that, after "timely and meaningful consultation", have decided to participate in 2021-2023 Title III. Only those who are participating are needed to be included. If none are participating, leave blank. With each participating nonpublic school, include:
 - **EL Student Count:** Number of English Learners enrolled in each nonpublic school as reported to the IDOE on the most recent Language Minority (LM) data collection.
 - **2021-2023 Title III Equitable Share Amount:** Allotted per-pupil funding amount for each nonpublic school.

Non-public equitable share, which include the EL count and equitable share allocation can be found on the [IDOE English Learning webpage](#).

Part 3: Program Narratives

NOTE: The following narratives are required to complete in the 2020-2021 application by all LEAs. Because there is no “save” function within the Jotform, it is recommended to draft your narratives apart from the Jotform and copy/paste into the narrative boxes.

QUESTION 1: WIDA ELD STANDARDS IMPLEMENTATION

All states are required to have English language development standards for English learners, and Indiana has adopted the WIDA English language development standards to fulfill this requirement. WIDA has recently released an updated framework for their standards, the [2020 Edition of the WIDA Standards](#).

- **Provide a description of how your district has completed WIDA ELD Standards training in the past, and how the revised 2020 edition framework will be implemented in the coming years for all teachers of English learners.**

QUESTION 2: PROFESSIONAL DEVELOPMENT

Title III funds **must** be used to pay for Professional Development for EL and classroom teachers, principals, administrators, and other school leaders [3115 (c) (2)] that is:

- Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices, and instructional strategies for English learners;
- Effective in increasing teaching knowledge and skills of such teachers;
- Of sufficient intensity and duration (which shall not only include activities such as 1-day workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom

In this narrative, describe the following:

- **Provide a concise overview of how Title III funds will be utilized to provide English learner focused professional development. Include description of events, the attendees, and how professional development will impact EL programming. Provide context for how this PD will occur alongside other non-Title III-funded EL PD opportunities.**

QUESTION 3: EL FAMILY and COMMUNITY ENGAGEMENT

EL students’ Family and Community Engagement is a required activity for Title III (3115(d)(6): “Providing community participation programs, family literacy services, and parent and family outreach and training activities to English Learners and their families”. Title III funding must be used to pay for this activity.

- **Describe how your LEA will provide effective outreach to families of English learners and promote parent, family, and community engagement in language instruction educational programs [Sec. 3116 (b) (3)] using Title III funding. Be sure to include how families at both the Elementary and Secondary levels are**

impacted. If applicable, provide context for how this will occur alongside other non-Title III-funded EL family and community engagement.

QUESTION 4: OVERVIEW of TITLE III ACTIVITIES

In this narrative, describe the following:

- **Apart from the required Professional Development and Family & Community Engagement activities, provide a concise overview of the supplemental Title III-funded activities to be funded and carried out during this grant period.**

Part 4: Title III Activities Budget & Other Uploads

Title III BUDGET OVERVIEW

The budget section is a critical component of the Title III application. IDOE expects **clear and thorough** detail provided for each expenditure within the budget table. Any budget that does not include a clear and thorough description of the line item will be sent back to the LEA for revision.

SUPPLEMENT NOT SUPPLANT PROVISION

Supplement not Supplant requirements ensure that services provided with local, state or federal funds are *in addition to* and do not replace (or supplant) services that students would otherwise receive. See the *How Can Title Funds Be Used* section of this User Guide for more detailed information.

UPLOAD: TITLE III BUDGET TABLE

The budget is completed via the “2021-2023 Title III Budget Table” excel file linked on the [IDOE English Learning webpage](#). Within that file, the first tab, entitled “Budget Table Directions”, has step by step guidance to complete the table.



Only Individual LEA applications Consortium Leads are required to submit Budget Tables. Consortium members, please refer to the *Special Instructions for Consortium Applications* section of this User Guide for more information on completing consortium budgets.

Please note the following:

- It is required that all expenditures in the budget are **itemized**.
- It is required that all items are descriptive and **not vague** (i.e. the IDOE will not accept vague wording such as “books” or “supplemental resources”).
- Costs associated with Title III funds can be used with **EL students only**.
- Costs associated with Title III funds may not violate the supplement not supplant requirement.
- Clear and thorough detail is required to be provided, including:
 - the intent of the cost; and
 - the intended audience (i.e. elementary/secondary and/or levels 1-4, etc.)
- Any Budget Table that does not include the required elements of high quality EL professional development and family & community engagement, as outlined in the narratives, will be returned to the LEA.

TITLE III ADMINISTRATION AND INDIRECT COSTS

- Administration is limited to **2%** of the Title III grant award amount.

- Indirect costs may be budgeted in accordance with the IDOE-approved restricted indirect cost rate for the LEA.
- A **detailed description must be provided** within the budget table that indicates what the administration cost(s) will be used for (i.e. do not put a vague sentence, such as “administration” in the description column).

Administrative Costs:

Administrative costs are associated with the overall project management and administration for a specific program. These costs are not directly related to the provision of services to participants or otherwise allocable to the program/cost objectives. Direct administrative costs are limited to a 2% cap in the Title III budget and can be specifically identified with a particular cost objective. Direct costs generally include:

- Salaries/fringe (including vacations, holidays, sick leave or other excused absences) of employees working specifically on objectives of a grant or contract. Personnel could include Directors, clerical support staff, or other personnel that perform administrative functions
- Consultant services contracted to accomplish a specific grant/cost objective
- Travel of direct labor employees
- Materials, supplies and equipment purchased directly for use on a specific grant or contract
- Costs for goods and services required for program administration, such as office supplies, postage, long distance telephone calls, and rental and maintenance of office space

Indirect Costs:

Indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs. Indirect costs generally include such expenses as utility costs, such as heat and light. LEAs may apply their IDOE-approved indirect cost rate to the Title III budget total to determine their max indirect cost budget amount.

TITLE III FUNDED PERSONNEL & UPLOAD: JOB DESCRIPTIONS

- Only personnel that provide **supplemental** English language development services to EL students – **above and beyond core academic instruction and Lau Requirements** – can be paid for through Title III.

On the “Budget Table” tab of the excel file, within the Title III Staffing section:

- Indicate whether the individual is certified or non-certified.
- If a position is split funded, the other funding source(s) **must** be indicated in the Staffing Table.

If applicable, upload job descriptions within the Jotform:

- A job description* detailing supplemental Title III duties is **required** to be uploaded with your completed application for **any position** funded through Title III.
- For **split-funded positions**, all Title III-funded (supplemental) activities must be **marked** on the job description.

**This does not have to be an official HR job description but an EL program job description. The job description must be shared with the individual performing these duties so that the individual correctly completes monthly Time & Efforts logs*

reflecting correct time spent on 1) Lau-required activities (from other funding sources), and 2) supplemental Title III activities. Based on the provided job description the individual will know what activity will be paid from local/state fund and what activity will be paid from a federal fund (Title III).

UPLOAD: Consortium Participation Agreement Forms

Consortium Leads must submit Consortium Participation Agreement Forms, signed by the LEA and the Fiscal Agent for all LEAs within their respective consortium. These can be done individually or in a zipped file. If these have been compiled in a shared folder, that link can also be shared rather than individually uploading each.

Refer to the *Special Instructions for Consortium Applications* section of this User Guide for more information; the Consortium Participation Agreement Form is also included within this User Guide.

Part 5: Sign-off

Once all parts of the application have been completed, sign-off is required to verify its contents and formally submit your application.

How Can Title III Funds Be Used?

I. Required Activities for Title III (Section 3115 (c) (2))

Title III funds are supplemental and are used for activities *above and beyond* the LEA's core academic instruction (provided to all students) Lau Requirements (English language development services provided to EL students only). The three **required activities** that every LEA applicant must use their Title III funds for are:

1. **Effective language instruction educational programs** for English Learners that meet the needs of English Learners and demonstrate success in increasing:
 - (a) English language proficiency and
 - (b) Student academic achievement in the core academic subjects.
2. **Effective professional development** to classroom teachers, principals, and other school leaders, administrators, and other school or community-based organizational personnel, that is:
 - a. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices, and instructional strategies for English Learners and effective in improving knowledge and teaching skills of such teachers; and
 - b. of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance.
3. Beginning SY 2017-18, per ESSA, **EL students' Family and Community Engagement** is a required activity for Title III (3115(d)(6)): "Providing community participation programs, family literacy services, and parent and family outreach and training activities to English Learners and their families". Title III funding must be used to pay for this activity. Within the narrative and budget table, describe how your LEA will provide effective outreach to families of English Learners and promote parent, family, and community engagement in language instruction educational programs [Sec. 3116 (b) (3)] **using Title III funding**.

II. Optional Activities for Title III

Supplemental Title III funds can also be used for the following activities, **once the required activities have happened**:

1. Developing and implementing new language instruction educational programs and academic content instruction programs for English Learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs;
2. Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth;
3. Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English Learners and immigrant children and youth;

4. Implementing, within the entire jurisdiction of a local educational agency, agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth;
5. Carrying out other activities that are consistent with the purposes of Section 3115 [3115 (d)].

III. Prohibited Activities for Title III

The following identifies items that are **not allowed** to be paid with Title III funds:

1. Any cost (*personnel; supplemental instructional materials/supplies; technology and equipment; professional development, etc.*) that was **originally** funded through **state and local funds**, as this would be in violation of supplement not supplant.
2. Any cost (*personnel; supplemental instructional materials/supplies; technology and equipment; professional development, etc.*) originally funded through another **federal funding source** (ex: Title I, A), as this would be in violation of supplement not supplant.
3. **Any cost** associated with the administration of the **WIDA Screener (placement)** or **ACCESS for ELs (annual)** testing, including proctors, assessors, or substitute teachers- these costs are required to be paid for with **state and local funds**.
4. Translation of documents/handbooks/assessments; translation at parent-teacher conferences or other school events that are not Title III-specific; translation for parents regarding non-Title III specific activities (i.e. school registration, grades in class, etc.). Costs associated with translation are required to be paid for with **state and local funds**. Only translators for **supplemental Title III-specific documents or events** can be paid for with Title III funds.
5. Direct administrative costs that exceed 2% of a LEAs total grant award amount. Direct administrative costs are those costs necessary to direct and manage the Title III program.

IV. Supplement not Supplant Provision

"TESTS" TO DETERMINE SUPPLANTING

The Department assumes supplanting exists if:

1. The First Test of Supplanting – Required by Law: Title III funds must be used to **supplement** the level of federal, state and local funds that, in the absence of Title III funds, would have been expended for programs for English learners and immigrant children and youth. [3115(g)]
2. The Second Test of Supplanting – Prior Year: A LEA uses Title III funds to provide services that the LEA provided in the prior year with state, local or other federal funds. **This assumption can be rebutted. Please contact an IDOE EL team member if you have questions.*

Note that the recent changes to the supplement, not supplant provisions under Title I do not apply to other funding streams, including Title III. The supplanting provisions under Title III have remained the same.

QUESTIONS TO ASK WHEN CONSIDERING WHETHER TITLE III FUNDS CAN BE USED WITHOUT VIOLATING SUPPLEMENT NOT SUPPLANT

1. What is the instructional program/service provided to **all students (core academic instruction)**?
2. What does the LEA do to meet **Lau requirements**?
3. What services is the LEA required by other **federal, state, and local** laws or regulations to provide?
4. Was the program/service previously provided with **federal, state, or local funds**?

Based on the answers to the above questions, would the proposed funds be used to provide an instructional program/service that is in addition to, or supplemental to an instructional program/service that would otherwise be provided to EL students (or be required to be provided by other laws/regulations) in the absence of a Title III grant?

Special Instructions for Consortium Applicants

TYPES OF APPLICANT

Section 3114 (a) and (b) indicates that a “State educational agency shall not award a sub grant if the amount of the sub grant is less than \$10,000.” To apply for an individual Title III grant application for the 2021-2022 school year, an LEA must have a minimum allocation of \$10,000 based on the number of students that were reported to the DOE-LM data collection in the 2020-2021 school year. LEAs that do not meet the \$10,000 threshold may form a consortium to apply for funds. If a consortium is formed, a fiscal agent must be designated.

COMPLETING THE APPLICATION

Below is a guide to which application actions should be completed by each type of applicant:

Action Items	Consortium Fiscal Agent / Lead	LEA Consortium Member
Completing application narratives and submitting a JotForm application	X	X
Signing Consortium Participation Agreement Forms	X	X
Uploading Consortium Participation Agreement Forms within the application	X	
Collaborating to determine Title III expenditures	X	X
Completing and uploading a Consortium Budget Table including all participating LEAs	X	
Compiling and uploading Job Descriptions for all participating LEAs	X	

CONSORTIUM LEAD /FISCAL AGENT RESPONSIBILITIES

All LEA Consortia and ESC Consortia must be administered by a fiscal agent.

- In a **LEA-led Consortium**, members of the consortium will determine the fiscal agent.
- In an **ESC Consortium**, the ESC will be the lead or fiscal agent.

Consortium Leads / Fiscal Agents are responsible for:

- Uploading a **single, compiled Budget Table for all members** participating in the consortium. The budget should clearly indicate which expenditures correspond to which LEA.
 - If there are expenditures that are unique to an LEA member, and not pooled with entire consortium funding initiatives (i.e. an LEA using funds for their own PD opportunity, apart from a funding a consortium-wide conference), they must be clearly described in the Consortium Budget Table descriptions, indicating specifically which LEA those funds will go toward (i.e. “Stipends for EL PD for LEA #XXXX”)
 - Consortium leads may choose to have their LEAs complete their own Budget Tables and compile them. The consortium lead would then upload one comprehensive, general Budget Table for the consortium which can be overarching, as well as additional uploads of specific Budget Tables of the individual LEAs.
- For fiscal components of the grant, ensuring that the consortium members are in accordance with Title III requirements and used to supplement, not supplant, other federal, state, and local funds.
- Uploading Consortium Participation Agreement forms for participating members.
- Uploading Job Descriptions for all Title III-funded personnel in the consortium.
- Submitting all required reports and evaluations.

CONSORTIUM MEMBER RESPONSIBILITIES

All consortium members are responsible for:

- Identifying, implementing and administering programs and activities that will develop English proficiency and student academic achievement in the core academic subjects.
- Providing teachers, administrators and other staff with high-quality professional development that will improve the instruction of EL students.
- Ensuring that funds are used in accordance with Title III requirements and do not violate the supplement not supplant provisions.
- Submitting signed Assurances and a Consortium Participant Agreement form, see below.

Title III Consortium Participant Agreement Form

**see form on following page*

Directions: This document should be completed by each LEA/Eligible Entity participating in a *LEA Consortium* or *ESC Consortium* in order for the IDOE to release Title III funds to the Fiscal Agent. The **Fiscal Agent** is required to submit all Title III Consortium Participant Agreement Forms within the Jotform application.

The Fiscal Agent will:

- Complete the application, **in collaboration** with its consortium members, detailing the activities that meet the **common or individual needs** of the consortium's English Learner (EL) population.
- Ensure that the consortium members fulfill their fiscal and programmatic responsibilities under Title III.
- Ensure that the funds may be used to supplement but not supplant other federal, state, or local public funds.

Consortium members must:

Identify and develop a plan of activities in collaboration with the fiscal agent that meet the needs of the **individual member district's EL population**. The plan of activities must include:

- How member districts will identify, implement, and administer programs and activities **in their LEA** that will develop English proficiency and student academic achievement in the core academic subjects **for their EL student population**.
- How **professional development** will be provided for teachers, administrators and staff to improve instruction for English Learners; a portion of the funds must be allocated to professional development.

Title III funds are supplemental and are used for activities *above and beyond* the LEA's core academic instruction (provided to all students) and Lau Requirements (English language development services provided to EL students only). Title III funds are supplemental and are used for activities *above and beyond* the LEA's core academic instruction (provided to all students) and Lau Requirements (English language development services provided to EL students only). The three **required activities** that every LEA applicant must use their Title III funds for are:

1. **Effective language instruction educational programs** for English Learners that meet the needs of English Learners and demonstrate success in increasing:

- (a) English language proficiency and
- (b) Student academic achievement in the core academic subjects.

2. **Effective professional development** to classroom teachers, principals, and other school leaders, administrators, and other school or community-based organizational personnel, that is:

- designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices, and instructional strategies for English Learners and **effective in teaching knowledge and teaching skills of such teachers**:

- of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and **lasting impact** on the teachers' performance.

3. Beginning SY 2017-18, per ESSA, **EL students' Family and Community Engagement** is a required activity for Title III (3115(d)(6): "Providing community participation programs, family literacy services, and parent and family outreach and training activities to English Learners and their families"). Title III funding must be used to pay for this activity. Describe how your LEA will provide effective outreach to families of English Learners and promote parent, family, and community engagement in language instruction educational programs [Sec. 3116 (b) (3)] using Title III funding.

Based on the LEA's professional development needs assessment, the consortium member district must make decisions on what kind of professional development their staff will participate in:

- professional development coordinated by the Fiscal Agent, or
- individual LEA's professional development events that will be provided by the consortium member district itself and will be based on the individual member's professional development needs

Parent Notification

The fiscal agent must ensure that parents of ELs are notified of their children being placed in language instruction educational program. The fiscal agent may either delegate this responsibility to the member districts, or the fiscal agent may choose to notify all the parents of ELs served by the consortium.

Consortium Dissolution or Membership Changes

The fiscal agent and consortium members commit to participating in the consortium for the full 27 months of the respective Title III grant.

By signing this form, the LEA agrees to participate in a consortium application for Title III funds for the 2021-2022 school year and to meet all of the assurances and program requirements as outlined in the Title III grant application:

School Corporation		Corp #	
Superintendent Name			
Signature of Superintendent		Date	
Title III Administrator Name			
Signature of Title III Administrator		Date	

Fiscal Agent School Corp./ Eligible Entity Name		Corp #	
Fiscal Agent Name			
Fiscal Agent Signature		Date	

Signed and dated copies for **each LEA should be uploaded by the fiscal agent within their final Title III application Jotform submission.*